DOCUMENT RESUME

ED 346 937 JC 920 371

AUTHOR	Dickmeyer, Nathan; Cirino, Anna Marie
TITLE	Comparative Financial Statistics for Public Two-Year Colleges: FY 1991 National Sample.
INSTITUTION	National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS AGENCY	American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE	Jun 92
NOTE	51p.; For a more detailed report, see JC 920 370.
AVAILABLE FROM	National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 500, Washington, DC 20036-1178 ($20; $15, members).
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Budgets; Community Colleges; Comparative Analysis; *Educational Finance; Enrollment; *Expenditure per Student; *Expenditures; Financial Support; *Instructional Student Costs; National Norms; National Surveys; Questionnaires; School Personnel; School Statistics; *State Norms; Statistical Analysis; Teacher Student Ratio; Trend Analysis; Tuition; *Two Year Colleges; Worksheets

ABSTRACT

This report provides comparative financial information derived from a national sample of 503 public two-year colleges. The report includes space for colleges to compare their institutional statistics with data provided on national sample medians; quartile data for the national sample; and statistics presented in various formats, including tables, bar graphs, and pie charts. The eight sections of the report focus on: (1) an introduction to the background, objectives, and peer groups of the financial study, including information on ordering reports, obtaining specialized data analyses, and responding to and using the report; (2) limitations of the study and explanations of study methods, including a section that attempts to dispel the myth of the "typical college," explanations of calculations, and definitions; (3) placement of the participating colleges by state and region; (4) information on quartile and median revenues by source; (5) expenditures by function and selected expenditure ratios; (6) credit full-time equivalent (FTE) and headcount students per FTE staff; selected staffing, participation, space utilization, and financial aid ratios; part-time staff; and (7) student characteristics, such as class size, ethnicity, age, gender, units taken, hours attended, and class level. Appendixes provide a list of participating colleges and their peer group composition and a user's survey. (JMC)

ED346937

COMPARATIVE FINANCIAL STATISTICS

for Public Two-Year Colleges:

FY 1991 NATIONAL SAMPLE

A National Association of College and University Business Officers' (NACUBO) Project in Cooperation with the American Association of Community and Junior Colleges, the Association of Community College Trustees, and the National Center for Education Statistics

Complimentary to Participants

JC 920 371

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Walzenbach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Comparative Financial Statistics For Public Two-Year Colleges:

FY 1991 National Sample

By
Nathan Dickmeyer
Teachers College
Columbia University

Anna Marie Cirino
NACUBO

June 1992
Washington, DC

Copyright 1992 by the National Association of
College and University Business Officers
One Dupont Circle
Washington, DC 20036

All rights reserved

Printed in the United States of America

CONTENTS

Preface	1
Acknowledgements	2
Introduction	3
Background	3
Objectives	3
Peer Groups	3
How to Order	4
Special Analysis Service	4
User Feedback	4
Potential Uses	4
Limitations and Explanations	5
Extrapolation	5
Original Data	5
Institutional Comparability	5
The Myth of the "Typical" Institution	5
Calculations	5
Interpretation of Proportions	5
Medians and Quartiles	5
Important Note	6
Means	6
Definitions	6
Participation by State and Region	7
Revenues	8
Expenditures	9
Staffing	11
Student Characteristics	13
Appendix: Participating Colleges and Peer Group Composition	16
User's Survey	22

PREFACE

This report is the 14th in an annual series of comparative data studies of public two-year colleges. It is the result of an intensive six-month study involving three national education associations--the National Association of College and University Business Officers (NACUBO), the Association of Community College Trustees (ACCT), and the American Association of Community and Junior Colleges (AACJC)--as well as the National Center for Education Statistics (NCES) and 503 community colleges. The study is intended to provide information to community college administrators, representatives of state and local agencies, and federal policy makers.

This report provides comparative information derived from a national sample of 503 public two-year colleges. It contains financial statistics for fiscal year 1990-91 and explanations derived from two surveys of public two-year colleges from across the nation. For the purpose of this study, colleges are defined at the highest district level. Included are multi-college districts and single-college districts. A single-college district may be multi-campus. (For example, Yosemite Community College is a multi-college district comprising Columbia College and Modesto College. Miami-Dade Community College, which is made up of multiple campuses, is treated as a single entity, a multi-campus single-college district.) This report includes:

- Space for colleges to compare their institutional statistics with national sample medians
- Quartile data for the national sample
- Statistics presented in a variety of formats: tables, bar graphs, and pie charts

ACKNOWLEDGEMENTS

The continuation of this project through a 14th year was made possible by funding from NACUBO. In addition, AACJC and ACCT provided cooperative support and NCES contributed technical assistance.

Guidance and support were once again provided by the NACUBO Two-Year Colleges Committee, whose members include Michael T. Unebasami (chair), University of Hawaii, Leeward Community College; William M. Dixon, Wytheville Community College; Robert W. Jensen, Metropolitan Community Colleges; Leila K. Menzies, Los Angeles Harbor College; Gary Nichols, Mt. Hood Community College; Floyd A. Roller, Lakeland Community College; and Therese Sampson, Atlantic Community College. Wayne R. Powers is the NACUBO board liaison.

A Redesign Task Force was formed in February 1991 to assess and restructure the project. This task force provided invaluable guidance and included Dale H. Miller (chair), Harrisburg Area Community College; Ralph Alterowitz, Venture Tech Corporation; Stanton Calvert, Texas Public Community/Junior College Association; Judith Eaton, American Council on Education; Thomas G. Estes, Jr., Mercer University; John E. Harper, The Robinson Group; and Robert W. Jensen, Metropolitan Community Colleges. K. Scott Hughes and Laura Faulk Willson, consultants to the task force, provided excellent analysis and recommendations for restructuring the study and its reports. This restructured report is the result of the task force and the consultants' work, as well as the input provided by more than 300 business officers. In addition, the National Council of Community College Business Officials provided help.

Instrumental in facilitating the project's progress were state liaisons who actively encouraged their colleagues to participate in the study. Thanks to their help, this study enjoyed a high participation rate.

The staff of the NACUBO Financial Management Center devoted both energy and resources to the successful conduct of the study, particularly the data collection and analysis. Alfonso de Lucio was responsible for the computer analysis. Bradley Meeker, David Slattery, Ming J. Lowe, Mary A. Roberts, and Lisa Sidletsky spent many hours on the project. Deirdre McDonald Greene served as editor. Robin Jenkins and Phyllis Rossiter Forbes are also acknowledged for their cooperation and support.

A debt of gratitude is owed to K. Scott Hughes, formerly of NACUBO, and Norman Brandt, U.S. Department of Education, who acted as a liaison to NACUBO. They dedicated a great deal of effort and cooperation in the developmental years of this project. Enid B. Jones, AACJC, and Raymond Taylor, ACCT, are also acknowledged.

Financial support for the assessment of the study was generously provided by Information Associates. Valuable support and input were provided by the Massachusetts Community College Association, Inc.; the South Carolina State Board for Technical and Comprehensive Education; the Texas Public Community/Junior College Association; the Washington State Board for Community College Education; and the Washington State Higher Education Coordinating Board.

INTRODUCTION

Background. In 1977, members of NACUBO's Two-Year Colleges Committee decided to undertake a comparative data study of public community colleges. (The term "community colleges" includes all postsecondary institutions offering up to the first two years of higher education.) Members of the committee were frustrated by the lack of information available to governing boards, presidents, and taxpayers who requested comparative data. The committee members thought that these data could be an important part of the information necessary for decisions such as appropriation requests, salary increases, and proposed expenditures by function (instruction, institutional support, plant operation and maintenance). Further, "current" information, rather than historical summary, was needed. Because the committee members were also concerned about potential problems involved in trying to establish comparative data for community and junior colleges, they approached the task cautiously.

Throughout the first 13 years of the project, comments from community college presidents and business officers were used to determine the usefulness of the data and the additional information needed, as well as to make necessary changes. Sample size doubled steadily throughout the first three years, from 97 to 184 to 403; leveled off at 420 and 442 the next two years; and increased to more than 500 since then, indicating the perceived usefulness of the statistics for decision making at these institutions.

This report reflects the project assessment that occurred in 1991. A task force was formed to assess the study and to consider its restructuring to improve its utility. This group comprised business officers, an accrediting agency official, a state agency administrator, a representative from private industry, a former community college president, and higher education finance consultants. Through the guidance of these people, several surveys were conducted and analyzed. This report is one result of that process, which included input from more than 300 business officers and representatives of state agencies.

The following summary of important financial characteristics is based on the financial data section of the Integrated Postsecondary Education Data System (IPEDS), conducted by NCES, and a supplemental survey conducted by NACUBO. Analysis was performed by NACUBO, Laura Faulk Willson, and K. Scott Hughes.

Objectives. One of the study's primary objectives is to learn how comparative information can be used to improve community college decision making. The project also seeks to shed light on the financial and operational aspects of community colleges. The report format is designed to facilitate comparing the operational and financial statistics of an individual community college to national medians.

Peer Groups. A more detailed report, *Comparative Financial Statistics for Public Two-Year Colleges: FY 1991 Peer Groups Sample*, is also available. It contains not only national medians but also peer group medians for single-college districts divided into five peer groups on the basis of credit FTE enrollment as well as a multi-college peer group. *FY 1991 Peer Groups Sample* also contains explanations of the statistics, definitions of terms, and clarification as to what is included in and excluded from each calculation. Possible interpretations derived from institutional and peer group statistical comparisons, which may be useful for management reports based on this analysis, are also included. The breakdowns included in the peer groups report are:

National
Multi-college districts
Single-college district with credit FTE enrollment less than 1,000
Single-college district with credit FTE enrollment from 1,000 through 2,499
Single-college district with credit FTE enrollment from 2,500 through 4,999
Single-college district with credit FTE enrollment from 5,000 through 9,999
Single-college district with credit FTE enrollment of 10,000 or more

How to Order. **Complimentary** copies of this report have been distributed to the chief business officers of the participating colleges. Additional copies of this report or copies of the *FY 1991 Peer Groups Sample* report may be obtained by calling the NACUBO Order Desk at (202) 861-2560. *FY 1991 National Sample* (NC605) is $15 for members; $20 for nonmembers. *FY 1991 Peer Groups Sample* (NC875) is $20 for members; $30 for nonmembers. Information from the Peer Group Sample is also available on disk **in a non-menu-driven**, Lotus spreadsheet format (NC885, 3 1/2" disk format; NC880, 5 1/4" disk format; $25 for members; $40 for nonmembers).

Special Analysis Service. A service providing analyses of special groupings of the database is available for a modest fee. Selections available include groupings on the basis of credit FTE enrollment, current fund expenditures, occupational/technical status, state, region, or special group as specified by purchaser (for example, California colleges with credit FTE enrollment greater than 10,000). Call the NACUBO Financial Management Center at (202) 861-2535 for more information ($75, members; $100, nonmembers).

User Feedback. Comments from readers regarding the need for and improvements to this report are encouraged. This study contains a brief user's survey that readers are urged to complete. Without adequate feedback, NACUBO has no way of ensuring that future editions of *Comparative Financial Statistics* are as responsive as possible to the needs and wants of the community college decision makers that it seeks to serve.

Potential Uses. The primary purpose of this report is to assist an institution in preparing a meaningful analysis of how its financial and operational performance relates to peer group norms. Accreditation agencies have also found this study to be a useful tool in assessing institutional effectiveness, and increased application of the study by these agencies for reaccreditation purposes is anticipated.

Unlike internal institutional analysis, where performance in terms of revenue and expenditure patterns is related to goals, this analysis compares certain data from one institution with data from other institutions. Comparison is useful only to the extent that the comparison group is similar and that data on revenue and expenditure performance are based on common understandings. Comparative data may be used to define high standards for assessing institutional financial success or to justify average performance, depending on the aspirations of an institution with respect to the norms of the comparison group. Both types of comparison can lead to meaningful analysis of an institution's financial data; such analysis could, in turn, affect the institution's financial policies in cases where an institution appears significantly out of line with its peers.

In addition to its primary purpose of providing meaningful comparisons, this report may serve as an internal management document for self-review and self-analysis. Comparisons provide a starting point for discovering institutional strengths and weaknesses. For example, costs per student that are far above the median, as well as staff-to-faculty ratios that appear high when compared with others, may indicate problems in institutional management.

LIMITATIONS AND EXPLANATIONS

The results of a comparative data study of this nature must be used with care. Discussion of some of the more obvious concerns follows.

Extrapolation. The 503 public community colleges in this study may not reflect the financial and operational patterns of their 252 sister institutions (counting systems of branch campuses as single institutions). Care was taken to include institutions that are geographically representative, as well as representative of enrollment levels. However, because of the need to use data only from those cooperating institutions that filed both timely and complete reports, the sample is not random.

No great significance is attached to any changes that occurred from year to year for any of the statistics: the survey populations differed and most changes are smaller than the confidence limits for the statistics.

Original Data. Lack of well-established definitions for such terms as "full-time-equivalent student" and lack of consistency in reporting such expenditure functions as "academic support," "institutional support," and "student services" create difficulties in generating accurate comparative data. Moreover, some survey responses are estimates because some institutions do not keep precise data in all the areas surveyed. All these factors affect the quality of the results.

Institutional Comparability. There is no way to establish truly homogeneous peer groups for community colleges. Major factors, such as mission, location, academic preparation of entering students, local area salary levels, local nonsalary costs, and methods of financing, create unique financial and operating patterns. Peer group comparisons that lead to administrative financial policy changes require sensitivity to the many factors not readily apparent from the statistics.

The Myth of the "Typical" Institution. There is no typical institution, and institutions should use this report only to find what makes them unique--not to pressure an institution toward some nonexistent "median" performance. This study has found a great diversity of expenditure, revenue, and staffing patterns. Diversity is clearly a characteristic--and a great strength--of community and junior colleges.

Calculations. Pell Grants are excluded from both the revenue and expenditure bases, including federal restricted grants and restricted scholarships. All revenue and expenditure figures exclude auxiliaries unless specifically noted.

Interpretation of Proportions. Careful interpretation of expenditure and revenue proportions is urged. High costs in any area, such as utilities, will naturally push the expenditure proportion for other areas, such as instruction, below the sample median--even if the budget support for instruction is adequate.

Medians and Quartiles. The median represents the number that will split the group of colleges in half for a given statistic: one-half the colleges will be above the median, while one-half will be below. For that reason, the "median institution" is different for each statistic, and the proportions may thus not add to 100 percent.

The first quartile is the value for a statistic that separates the lowest 25 percent of the institutional values from the top 75 percent of the institutional values.

The median is the value that separates the lowest 50 percent of the values from the top 50 percent of the values for each statistic.

The third quartile is the value that separates the lowest 75 percent of the values from the top 25 percent of the values for each statistic.

N is the number of institutions that provided the data necessary to calculate the statistic. Hence, N is the number of values to find the quartiles and median. N varies with each statistic.

Important Note. Because each statistic has a different institution at its median and quartile values, proportions will not add to 100 percent. This is especially true of the first and third quartiles. An institution that has a low instructional budget proportion has a high administrative budget proportion. Thus, the quartiles are formed from very different institutions. As a result, the sum of the first quartile proportions will generally be less than 100 percent, while the sum of the third quartile proportions will tend to exceed 100 percent.

Means. The values in the pie charts and bar graphs depicting student population characteristics are means rather than medians.

Definitions. For the purposes of this study, the following terms are defined as follows.

Single-college district: A community/junior college district organized as a single college with one or more campuses and/or satellite locations.

Multi-college district: A community/junior college district organized as two or more separate colleges, each of which may have one or more campuses and/or satellite locations.

Full-time-equivalent (FTE) enrollment: Survey respondents were urged to report figures that *accurately represent* their institutions. For those colleges that required a formula, the following were recommended. *Credit FTE enrollment* is annual credit hours divided by 30 if a college is on a semester basis; divided by 45 if a college is on a quarter basis. *Noncredit FTE enrollment* is annual noncredit course hours divided by 60.

Instructional expenditures: Expenditures for credit and noncredit courses; academic, occupational, and technical instruction; remedial and tutorial instruction; and regular, special, and extension sessions.

Service area population: The population included in the area the district is mandated to serve (i.e., as designated by ZIP codes, county boundaries, political boundaries).

Racial/ethnic categories: See IPEDS Fall Enrollment Survey [EF-2] 1990, Part A for definitions of categories.

Staffing: Includes regular, temporary, and part-time staff. Excludes student assistants, both regular and work-study. See *Financial Accounting and Reporting Manual for Higher Education* [¶332-338] (NACUBO) for definitions of categories.

Total educational and general expenditures: Excludes E&G mandatory transfers, E&G nonmandatory transfers, auxiliary enterprises, hospitals, and independent operations.

Total revenues: Excludes sales and services of auxiliary enterprises, sales and services of hospitals, and independent operations.

Other income: Includes endowment income, sales and services of educational activities, and other sources.

Academic expenditures: Includes instruction (and research), public service, and academic support.

Support expenditures: Includes student services, institutional support, and plant operation and maintenance.

FY 1990-91
Participation by State and Region

N = 503

T = Total in State R = Responses

Regional Summary		
Region	T	R
Central	203	118
Eastern	132	94
Southern	284	182
Western	166	109
Total	**785**	**503**
Percent of Total		64%

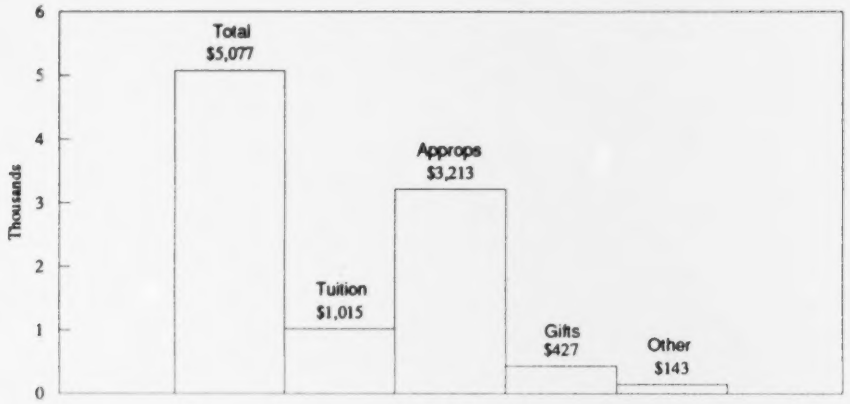
Central		
ST	T	R
IL	40	28
IN	2	2
IA	15	11
KS	20	8
MI	29	21
MN	23	0
MO	12	9
NE	6	5
ND	3	1
OH	22	14
OK	14	6
SD	1	0
WI	16	13
Total	203	118
Percent		58%

Eastern		
ST	T	R
CT	17	10
DE	1	0
ME	6	2
MD	17	14
MA	15	11
NH	1	0
NJ	19	16
NY	39	27
PA	14	12
RI	1	1
VT	2	1
	132	94
		71%

Southern		
ST	T	R
AL	40	14
AR	7	3
FL	28	21
GA	23	15
KY	1	1
LA	2	1
MS	15	6
NC	58	28
SC	16	13
TN	15	13
TX	50	43
VA	24	24
WV	5	0
	284	182
		64%

Western		
ST	T	R
AK	N/A	N/A
AZ	10	7
CA	70	45
CO	15	11
HI	N/A	N/A
ID	3	0
MT	5	3
NV	4	4
NM	10	3
OR	14	9
UT	5	3
WA	23	19
WY	7	5
	166	109
		66%

Revenues per Credit FTE Student



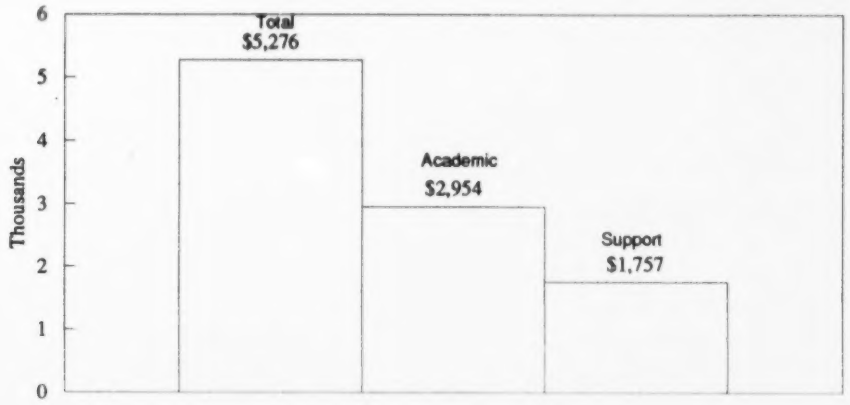
REVENUES

Total revenues per credit student were $5,077 at the median college. About two-thirds (65 percent) of revenues were received from state and local appropriations at the median college, and 50 percent of the colleges reported receiving 58-73 percent of their total funds from this source.

Tuition and fees made up 20 percent of total revenue at the median college; one-half of the colleges reported that tuition and fees represented from 14 to 27 percent of their revenues. Students paid $1,015 in tuition and fees at the median college.

Revenues by Source	Revenues as a Percentage of Total Revenues				
	First Quartile	Median	Third Quartile	N	Your College
Total revenues	100.0%	100.0%	100.0%	503	
Tuition and fees	14.1	20.3	26.8	503	
Appropriations (all)	57.8	65.5	73.4	503	
State	32.8	49.7	63.7	503	
Local	0.0	12.7	28.0	503	
State and local combined	56.6	65.2	73.0	503	
Gifts, grants, and contracts (all sources)	4.6	8.1	13.0	503	
Other revenues	1.4	2.9	4.9	503	

Expenditures per Credit FTE Student



EXPENDITURES

Almost 60 percent of all expenditures at the median college were directed to academic programs; approximately 43 percent of expenditures were directed to credit instruction. Fifty percent of the colleges reported spending 36-49 percent on credit instruction.

Academic support (i.e., libraries, media services, academic administration) and student services (i.e., counseling and career guidance, financial aid, admissions and records, health service and administration) received the smallest proportion of funds, with approximately 9 percent of total expenditures going to each of these categories at the median college.

One-half of the colleges spent one-third of their expenditure base on administration.

Expenditures by Function	Expenditures as a Percentage of Total E&G Expenditures				
	First Quartile	Median	Third Quartile	N	Your College
Total expenditures	100.0%	100.0%	100.0%	503	
Academic expenditures	51.7	56.8	60.8	503	
Instruction (incl. research, public serv.)	42.8	48.4	52.8	503	
Credit instruction	36.1	42.6	48.9	503	
Academic support	5.1	7.8	10.2	503	
Support expenditures	29.9	33.5	37.2	503	
Student services	7.0	8.7	10.6	503	
Institutional support	11.6	14.3	17.5	503	
Plant operation and maintenance	8.0	9.8	11.5	503	

	Selected Expenditure Ratios				
	First Quartile	Median	Third Quartile	N	Your College
Total E&G salaries and wages / Total E&G expenditures	52.5%	57.2%	61.5%	495	
Utilities expenditures / Building gross square feet	$0.96	$1.23	$1.53	395	
Plant O&M without utilities / Building gross square feet	$2.31	$3.00	$4.10	395	
Liquidity: Unrest. CF cash + investments / Unrestricted CF liabilities	1.08	1.70	3.44	329	
Plant debt: Plant fund assets (valued at cost) / Plant fund liabilities	0.00	6.21	31.22	323	
Mand transfers for debt + CF interest paymts / Unrestricted CF revenues	0.00	0.00	1.41	270	

The importance of these ratios is their usefulness when one is examining figures that show changes over time.

The median college reported that 57 percent of its E&G expenditures were paid in salaries and wages (exclusive of benefits), with half of the colleges reporting between 53 and 62 percent.

Utilities averaged $1.23 per gross square foot at the median college, with 50 percent of the colleges reporting a range of $0.96 to $1.53.

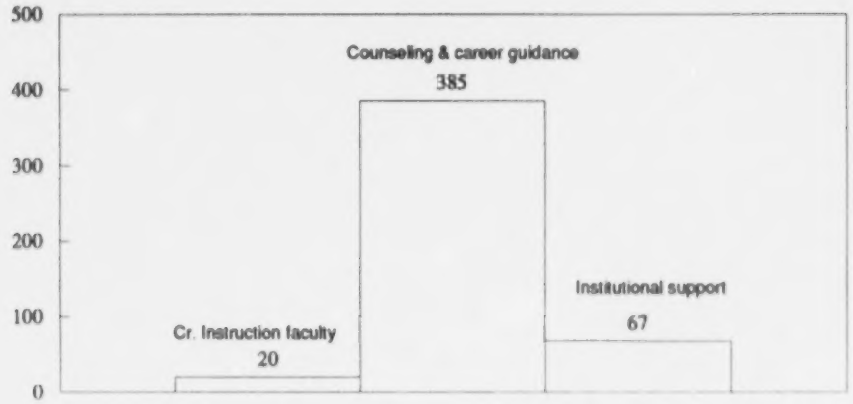
Plant operation and maintenance--excluding utilities--averaged $3 per gross square foot at the median college, with 50 percent of the colleges reporting between $2.31 and $4.10.

The liquidity ratio indicates funds available to pay currently owed liabilities. Three-fourths of the colleges reported liquidity ratios greater than 1; one-half were greater than 1.7. A main reason for keeping this ratio above 1, and preferably above 2, is to provide adequate working capital. For ratios between 1 and 2, the college may wish to reevaluate its cash-management policies.

The plant debt ratio is a measure of flexibility. Colleges with lower levels of plant liability as a proportion of plant fund assets valued at cost may have some flexibility in their ability to raise more debt. The median college reported a plant debt ratio of 6.

Another measure of flexibility, debt service is usually regarded as a fixed cost. The amount of budget used to support debt service reduces funds for academic purposes. The higher the proportion of budget dedicated to debt service, the less flexibility the college may have to respond to financial changes. At least 50 percent of the colleges reporting had a debt service ratio of 0. Debt service ratios are seldom above 5 percent.

Credit FTE Students per FTE Staff



Credit FTE Students per FTE Staff	Median	N	Your College
Credit instruction faculty	20	337	
All other instruction	88	332	
Public service	83	334	
Academic administration	305	334	
All other academic support	133	332	
Student services administration	434	332	
Counseling & career guidance	385	332	
All other student services administration	149	334	
Institutional support	67	335	
Plant operation and maintenance	96	338	
TOTAL	9	332	

STAFFING

The median college employed one FTE staff member for every nine credit FTE students.

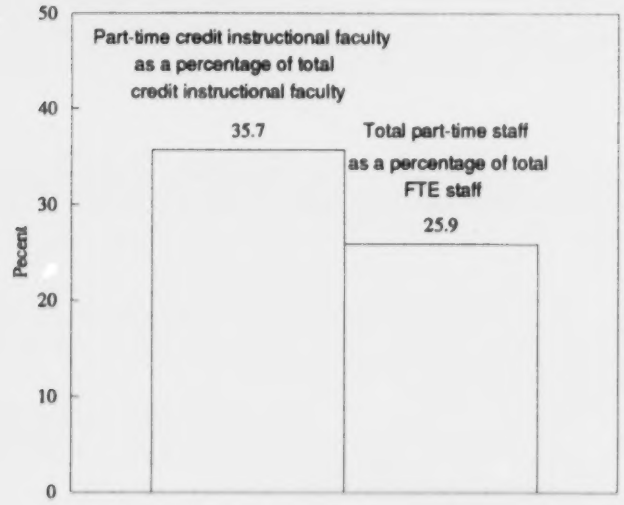
The median college employed one credit instruction FTE faculty member for approximately 20 credit FTE students. However, the median college employed only one FTE staff member in counseling and career guidance areas for 385 credit FTE students, a ratio exceeded only by employees in the student service staff.

	Selected Ratios				
	First Quartile	Median	Third Quartile	N	Your College
Unduplicated credit student headcount / Total FTE staff	16.2	22.2	29.6	317	
Service area population / Unduplicated credit student headcount	19.2	28.5	47.0	378	
Building gross square feet / Total credit FTE students	88	114	158	400	
Total scholarships and Pell Grants / Total credit FTE students	$312	$493	$715	503	
Credit faculty + counseling staff / Academic + student servs admin + inst support	1.7	2.5	3.4	331	
All other FTE staff / Credit FTE faculty	0.8	1.1	1.5	328	

There were approximately 22 credit headcount students for each FTE employee at the median college. The ratio of credit FTE students to FTE staff is much smaller. Unduplicated credit student headcount includes all students enrolled for a credit course.

One out of 29 residents of the median college's service area attended the college as a credit student. Fifty percent of the colleges reported a participation rate in their service areas of between 19 and 47, indicating relatively disparate service area attendance rates.

Part-Time FTE Staff



The median college had approximately 114 gross square feet per credit FTE student. The range for one-half of the colleges was between 88 and 158 gross square feet.

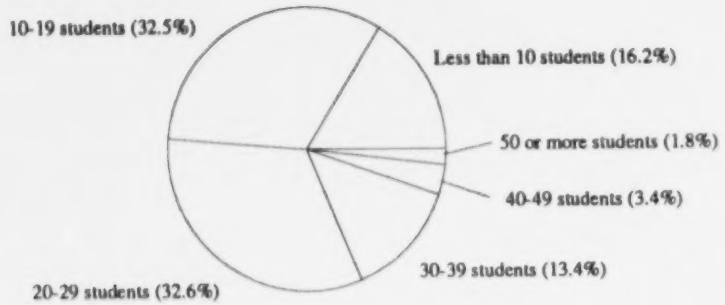
The median value of scholarships and grants--including Pell Grants--per credit FTE student was almost $500. However, one-half of the colleges reported scholarships per student ranging from approximately $300 to $700.

The median college employed 2.5 credit faculty and counseling FTE staff for every one FTE academic and student services administrator and institutional support employee. This figure ranged from 1.7 to 3.4 at half of the colleges.

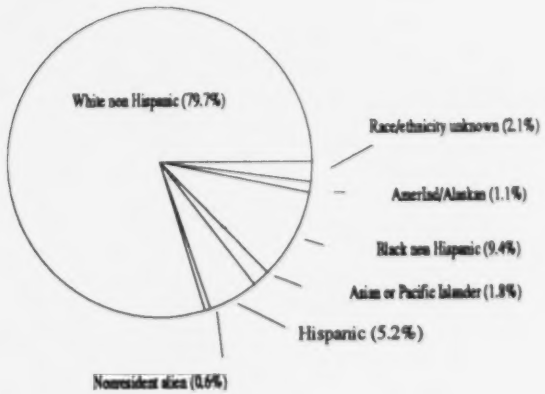
The median college had a one-to-one relationship between FTE faculty and nonfaculty employees.

More than 35 percent of credit instructional faculty were part-time employees at the median college. In contrast, approximately one-quarter (25.9 percent) of all FTE staff (both faculty and nonfaculty staff) were employed part time at the median college.

Credit Classes Distributed by Class Size (N=318) (Mean)



Student Racial/Ethnic Status (N=415) (Mean)

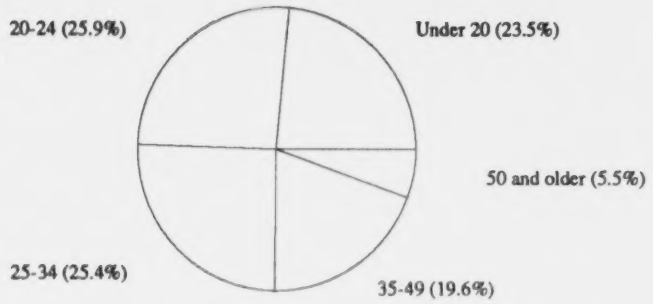


STUDENT CHARACTERISTICS

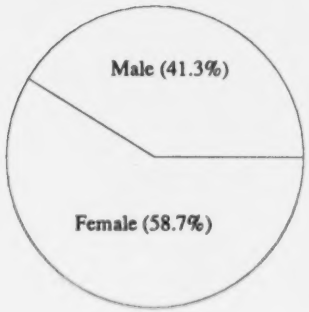
The most popular class sizes were 10-19 (33 percent) and 20-29 (33 percent). While approximately 16 percent of classes enrolled fewer than 10 students, fewer than 2 percent enrolled 50 or more students.

White non-Hispanic participation (80 percent) continued to dominate community colleges, as it did higher education in general, reflecting the adult ethnic composition of society.

Age of Student (N=384) (Mean)



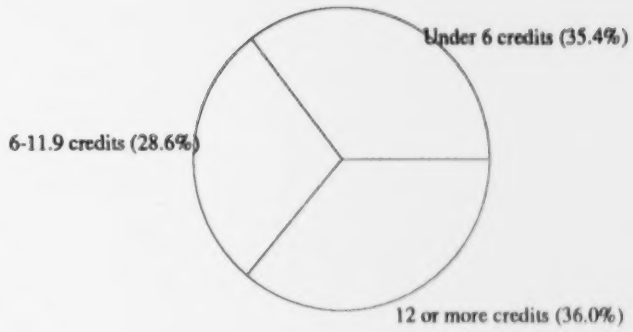
Student Gender (N=407) (Mean)



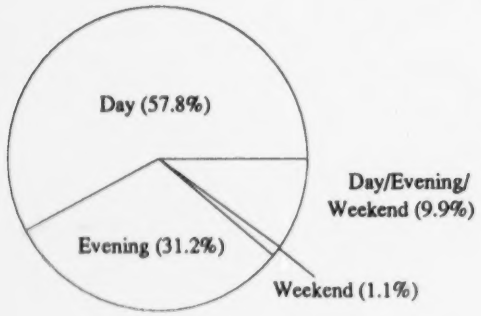
The mean age of students was 20-34. (One-quarter of all students were in the 20-24 age group; one-quarter were in the 25-34 age group.) There was strong representation of all age groups, from less than 20 years to 50 years of age.

Women continued to attend college at a much higher rate than men.

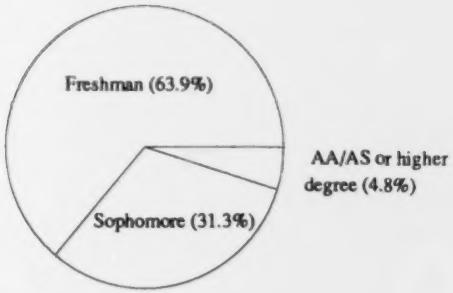
Credit Units Enrolled (N=312) (Mean)



Hours Attended (N=338) (Mean)



Class Level (N=358) (Mean)



The proportion of students enrolled for credit was divided almost evenly among those taking fewer than six units and those enrolled on a full-time basis. More than 35 percent of students were enrolled for fewer than six credit units; it is significant that this group did not qualify for financial aid.

If one assumes that community college enrollment would be approximately evenly split between first- and second-year students, it is noteworthy that only half of the entering freshmen appeared to remain in school long enough to attain sophomore status.

Additionally, colleges reported that 5 percent of those enrolled for credit have already earned an AA or higher degree. This figure was probably somewhat under-representative of the number in this category and the percentage of freshmen was probably over-represented, as many colleges indicated previous college credit was not tracked, thereby lumping those students into the freshman category.

Although the community colleges enrolled on average 58 percent of students in the day, a significantly large percentage of students attended evening classes or a combination of day, evening, and weekend classes.

APPENDIX A
PARTICIPATING COLLEGES AND PEER GROUP COMPOSITION

Group 1: Single-college district with credit FTE enrollment less than 1,000
Group 2: Single-college district with credit FTE enrollment from 1,000 through 2,499
Group 3: Single-college district with credit FTE enrollment from 2,500 through 4,999
Group 4: Single-college district with credit FTE enrollment from 5,000 through 9,999
Group 5: Single-college district with credit FTE enrollment of 10,000 or more
Group 6: Multi-college district

ALABAMA

Alabama Aviation & Technical College (1)
Bishop State Community College (2)
Central Alabama Community College (2)
Chattahoochee Valley State Community College (2)
Douglas MacArthur State Technical College (1)
Enterprise State Junior College (2)
Gadsden State Community College (4)
John C. Calhoun State Community College (4)
Lawson State Community College (2)
Shelton State Community College (3)
Southern Union State Junior College (3)
Southwest State Technical College (2)
Wallace State Community College at Hanceville (3)
Wallace State Community College at Selma (2)

ARIZONA

Arizona Western College (2)
Central Arizona College (3)
Cochise College (3)
Eastern Arizona College (2)
Maricopa County Community College (6)
Mohave Community College (2)
Northland Pioneer College (2)

ARKANSAS

Mississippi County Community College (2)
North Arkansas Community College (2)
Westark Community College (3)

CALIFORNIA

Antelope Valley College (4)
Barstow College (2)
Butte College (4)
Cabrillo College (4)
Cerritos College (5)
Citrus Community College (4)
City College of San Francisco (5)
College of the Desert (4)
College of the Sequoias (3)
Contra Costa Community College (6)
Cuesta Community College (4)
El Camino College (5)
Foothill-DeAnza Community College (6)
Gavilan College (3)
Glendale Community College (4)
Grossmont-Cuyamaca Community College (6)
Hartnell College (4)
Imperial Valley College (3)
Lake Tahoe Community College (2)
Lassen College (3)
Long Beach Community College (5)
Los Angeles Community College (6)
Los Rios Community College (6)
Merced Community College District (4)
Monterey Peninsula College (4)
Mount San Jacinto College (3)
Mt. San Antonio Community College (5)
Napa Valley Community College (3)
Ohlone College (4)
Palomar Community College (5)
Rio Hondo College (4)

CALIFORNIA (Cont.)

Riverside Community College (5)
Saddleback College (6)
San Bernardino Community College (6)
San Joaquin Delta Community College (5)
San Mateo Community College (6)
Santa Monica Community College (5)
Sierra College (4)
Solano County Community College (4)
Sonoma County Junior College (5)
State Center Community College (6)
Taft College (1)
Victor Valley College (3)
Yosemite Community College (6)
Yuba Community College (4)

COLORADO

Aims Community College (3)
Arapahoe Community College (3)
Colorado Northwestern Community College (1)
Community College of Aurora (2)
Community College of Denver (3)
Front Range Community College (4)
Lamar Community College (1)
Morgan Community College (1)
Northeastern Junior College (2)
Otero Junior College (1)
Red Rocks Community College (3)

CONNECTICUT

Asnuntuck Community College (1)
Greater Hartford Community College (1)
Hartford State Technical College (1)
Manchester Community College (3)
Mattatuck Community College (2)
Middlesex Community College (2)
Mohegan Community College (2)
Northwestern Connecticut Community College (1)
Quinebaug Valley Community College (1)
South Central Community College (2)

FLORIDA

Brevard Community College (4)
Broward Community College (5)
Central Florida Community College (3)
Chipola Junior College (2)
Daytona Beach Community College (4)
Edison Community College (4)
Florida Community College At Jacksonville (5)
Florida Keys Community College (1)
Hillsborough Community College (4)
Indian River Community College (3)
Manatee Community College (4)
Miami-Dade Community College (5)
North Florida Junior College (1)
Palm Beach Community College (4)
Pasco-Hernando Community College (3)
Pensacola Junior College (4)
Santa Fe Community College (4)
Seminole Community College (3)
South Florida Community College (2)
Tallahassee Community College (4)
Valencia Community College (5)

GEORGIA

Atlanta Metropolitan College (2)
Bainbridge College (1)
Brunswick College (2)
Dalton College (2)

GEORGIA (Cont.)

Darton College (2)
DeKalb College (4)
DeKalb Technical Institute (2)
East Georgia College (1)
Floyd College (2)
Gainesville College (2)
Gwinnett Technical Institute (2)
Macon College (3)
Middle Georgia College (2)
South Georgia College (1)
Waycross College (1)

ILLINOIS

Belleville Area College (4)
Black Hawk College (4)
City Colleges of Chicago (6)
College of DuPage (5)
College of Lake County (4)
Danville Area Community College (2)
Elgin Community College (3)
Illinois Central College (4)
Illinois Eastern Community Colleges (6)
Illinois Valley Community College (3)
John A. Logan Community College (3)
John Wood Community College (2)
Joliet Junior College (4)
Kankakee Community College (2)
Kishwaukee College (2)
Lake Land College (3)
Lewis and Clark Community College (3)
Moraine Valley Community College (4)
Morton College (2)
Parkland College (4)
Prairie State College (3)
Richland Community College (2)
Rock Valley College (3)
Sauk Valley Community College (2)
Shawnee Community College (2)
Spoon River College (2)
Triton College (5)
Waubonsee Community College (4)

INDIANA

Indiana Vocational Technical College (5)
Vincennes University (4)

IOWA

Des Moines Area Community College (4)
Eastern Iowa Community College (6)
Hawkeye Institute of Technology (2)
Indian Hills Community College (4)
Iowa Central Community College (2)
Iowa Lakes Community College (3)
Iowa Valley Community College (6)
Iowa Western Community College (3)
Northeast Iowa Community College (2)
Northwest Iowa Technical College (2)
Southeastern Community College (2)

KANSAS

Allen County Community College (1)
Barton County Community College (2)
Cloud County Community College (2)
Cowley County Community College (2)
Hutchinson Community College (2)
Independence Community College (1)
Johnson County Community College (4)
Pratt Community College/Area Vocational School (1)

KENTUCKY

University of Kentucky Community College System (6)

LOUISIANA

Delgado Community College (4)

BEST COPY AVAILABLE

MAINE

Eastern Maine Technical College (1)
Kennebec Valley Technical College (1)

MARYLAND

Allegany Community College (2)
Anne Arundel Community College (4)
Catonsville Community College (4)
Cecil Community College (1)
Charles County Community College (2)
Chesapeake College (1)
Dundalk Community College (2)
Frederick Community College (2)
Hagerstown Junior College (2)
Howard Community College (2)
Montgomery Community College (5)
New Community College of Baltimore (3)
Prince George's Community College (4)
Wor-Wic Tech Community College (1)

MASSACHUSETTS

Berkshire Community College (2)
Bunker Hill Community College (3)
Cape Cod Community College (2)
Greenfield Community College (2)
Holyoke Community College (4)
Massachusetts Bay Community College (3)
Massasoit Community College (3)
Middlesex Community College (3)
Mount Wachusett Community College (2)
North Shore Community College (2)
Springfield Technical Community College (3)

MICHIGAN

Delta College (4)
Glen Oaks Community College (1)

MICHIGAN (Cont.)

Kalamazoo Valley Community College (4)
Kirtland Community College (1)
Lake Michigan College (2)
Lansing Community College (5)
Macomb Community College (5)
Mid Michigan Community College (1)
Monroe County Community College (2)
Montcalm Community College (2)
Mott Community College (4)
Muskegon Community College (3)
North Central Michigan College (1)
Northwestern Michigan College (3)
Oakland Community College (5)
Schoolcraft College (3)
Southwestern Michigan College (2)
St. Clair County Community College (3)
Washtenaw Community College (4)
Wayne County Community College (4)
West Shore Community College (1)

MISSISSIPPI

Copiah Lincoln Community College (2)
East Central Community College (2)
Jones County Junior College (3)
Meridian Community College (2)
Northeast Mississippi Community College (3)
Southwest Mississippi Community College (2)

MISSOURI

Crowder College (2)
East Central College (2)
Jefferson College (3)
Metropolitan Community Colleges (6)
Moberly Area Community College (2)
North Central Missouri College (1)
St. Charles County Community College (2)
St. Louis Community College (6)
Three Rivers Community College (2)

MONTANA

Dawson Community College (1)
Flathead Valley Community College (2)
Miles Community College (1)

NEBRASKA

Central Community College (3)
Metropolitan Community College (4)
Mid-Plains Community College Area (2)
Southeast Community College (4)
Western Nebraska Community College (2)

NEVADA

Community College of Southern Nevada (4)
Northern Nevada Community College (1)
Truckee Meadows Community College (3)
Western Nevada Community College (2)

NEW JERSEY

Atlantic Community College (3)
Bergen Community College (4)
Brookdale Community College (4)
Burlington County College (3)
County College of Morris (4)
Cumberland County College (2)
Essex County College (3)
Gloucester County College (3)
Mercer County Community College (3)
Middlesex County College (4)
Ocean County College (3)
Passaic County Community College (2)
Raritan Valley Community College (3)
Salem Community College (1)
Union County College (4)
Warren County Community College (1)

NEW MEXICO

Institute of American Indian Arts (1)
San Juan College (2)
Santa Fe Community College (2)

NEW YORK

Adirondack Community College (2)
Broome Community College (3)
Community College of the Finger Lakes (3)
CUNY Borough of Manhattan Community College (4)
CUNY Bronx Community College (3)
CUNY Hostos Community College (3)
CUNY Kingsborough Community College (4)
CUNY LaGuardia Community College (4)
CUNY Medgar Evers College (2)
CUNY Queensborough Community College (4)
Dutchess Community College (3)
Erie Community College (5)
Fulton-Montgomery Community College (2)
Genesee Community College (3)
Hudson Valley Community College (4)
Jamestown Community College (3)
Jefferson Community College (2)
Mohawk Valley Community College (3)
Monroe Community College (4)
Nassau Community College (5)
North Country Community College (2)
Onondaga Community College (4)
Rockland Community College (4)
Suffolk Community College (5)
Sullivan County Community College (2)
Ulster County Community College (2)
Westchester Community College (4)

NORTH CAROLINA

Alamance Community College (2)
Beaufort County Community College (1)
Blue Ridge Community College (1)
Caldwell Community College and Technical Institute (2)
Catawba Valley Community College (2)
Central Carolina Community College (2)
Central Piedmont Community College (4)
Coastal Carolina Community College (3)
Edgecombe Community College (2)
Forsyth Technical Community College (3)
Gaston College (3)
Guilford Technical Community College (3)
Haywood Community College (2)
Johnston Community College (2)
Lenoir Community College (2)
Mayland Community College (3)
McDowell Technical Community College (1)
Nash Community College (1)
Piedmont Community College (1)
Randolph Community College (1)
Sandhills Community College (2)
Southeastern Community College (2)
Surry Community College (2)
Tri-County Community College (1)
Vance-Granville Community College (2)
Wake Technical Community College (3)
Wayne Community College (2)
Wilkes Community College (2)

NORTH DAKOTA

North Dakota State College of Science (3)

OHIO

Belmont Technical College (2)
Central Ohio Technical College (2)
Clark State Community College (2)
Cuyahoga Community College (5)
Hocking College (2)
Jefferson Technical College (2)
Lakeland Community College (3)
Lorain County Community College (3)
North Central Technical College (2)
Owens Technical College (3)
Sinclair Community College (4)
Southern State Community College (1)
Stark Technical College (2)
Washington State Community College (1)

OKLAHOMA

Carl Albert State College (2)
Connors State College (2)
Northeastern Oklahoma A&M College (2)
Oklahoma City Community College (3)
Rose State College (4)
Tulsa Junior College (4)

OREGON

Central Oregon Community College (2)
Chemeketa Community College (4)
Clackamas Community College (3)
Lane Community College (4)
Mt. Hood Community College (3)
Portland Community College (5)
Rogue Community College (1)
Southwestern Oregon Community College (1)
Treasure Valley Community College (2)

BEST COPY AVAILABLE

PENNSYLVANIA

Bucks County Community College (4)
Butler County Community College (2)
Community College of Allegheny County (5)
Community College of Beaver County (2)
Community College of Philadelphia (5)
Harrisburg Area Community College (4)
Lehigh County Community College (3)
Luzerne County Community College (3)
Montgomery County Community College (3)
Northampton County Area Community College (3)
Pennsylvania College of Technology (3)
Reading Area Community College (2)

RHODE ISLAND

Community College of Rhode Island (4)

SOUTH CAROLINA

Aiken Technical College (2)
Chesterfield-Marlboro Technical College (1)
Denmark Technical College (1)
Greenville Technical College (4)
Horry-Georgetown Technical College (2)
Midlands Technical College (4)
Orangeburg-Calhoun Technical College (2)
Spartanburg Technical College (2)
Sumter Area Technical College (2)
Technical College of the Lowcountry (1)
Tri-County Technical College (6)
Trident Technical College (3)
York Technical College (2)

TENNESSEE

Chattanooga State Technical Community College (4)
Cleveland State Community College (2)
Dyersburg State Community College (2)
Jackson State Community College (2)
Motlow State Community College (2)
Nashville State Technical Institute (3)
Northeast State Technical Community College (2)
Pellissippi State Technical Community College (3)
Roane State Community College (3)
Shelby State Community College (3)
State Technical Institute at Memphis (4)
Volunteer State Community College (3)
Walters State Community College (3)

TEXAS

Alamo Community College (6)
Alvin Community College (3)
Amarillo College (3)
Angelina College (2)
Austin Community College (5)
Bee County College (2)
Blinn College (4)
Brazosport College (2)
Central Texas College (3)
Cisco Junior College (2)
Clarendon College (1)
College of the Mainland (2)
Cooke County College (2)
Dallas County Community College (6)
Del Mar College (4)
El Paso County Community College (5)
Frank Phillips College (2)
Galveston College (3)
Grayson County College (2)

TEXAS (Cont.)

Hill College (2)
Houston Community College (6)
Howard College (2)
Kilgore College (3)
Laredo Junior College (3)
Lee College (3)
McLennan Community College (3)
Midland College (3)
Odessa College (4)
Panola College (1)
Paris Junior College (2)
Ranger Junior College (1)
San Jacinto College (5)
Southwest Texas Junior College (2)
Tarrant County Junior College (5)
Temple Junior College (2)
Texas Southmost College (3)
Trinity Valley Community College (3)
Tyler Junior College (4)
Vernon Regional Junior College (2)
Victoria College (2)
Weatherford College (2)
Western Texas College (1)
Wharton County Junior College (2)

UTAH

Salt Lake Community College (4)
Snow College (2)
Utah Valley Community College (4)

VERMONT

Community College of Vermont (2)

VIRGINIA

Blue Ridge Community College (2)
Central Virginia Community College (2)
Dabney S. Lancaster Community College (1)
Danville Community College (2)
Eastern Shore Community College (1)
Germanna Community College (2)
J. Sargeant Reynolds Community College (4)
John Tyler Community College (3)
Lord Fairfax Community College (2)
Mountain Empire Community College (2)
New River Community College (2)
Northern Virginia Community College (5)
Patrick Henry Community College (2)
Paul D. Camp Community College (1)
Piedmont Virginia Community College (2)
Rappahannock Community College (1)
Richard Bland College (2)
Southside Virginia Community College (2)
Southwest Virginia Community College (3)
Thomas Nelson Community College (3)
Tidewater Community College (5)
Virginia Highlands Community College (2)
Virginia Western Community College (3)
Wytheville Community College (2)

WASHINGTON

Big Bend Community College (2)
Centralia College (2)
Clark College (4)
Columbia Basin College (3)
Community Colleges of Spokane (6)
Edmonds Community College (3)
Everett Community College (3)
Grays Harbor College (2)
Highline Community College (3)
Olympic College (3)
Peninsula College (2)
Pierce College (4)
Seattle Community College (6)
Shoreline Community College (3)
Skagit Valley College (3)
Walla Walla Community College (3)
Wenatchee Valley Community College (6)
Whatcom Community College (2)
Yakima Valley Community College (3)

WISCONSIN

Blackhawk Technical College (2)
Chippewa Valley Technical College (3)
Fox Valley Technical College (3)
Gateway Technical College (3)
Lakeshore Technical College (2)
Madison Area Technical College (4)
Mid-State Technical College (2)
Milwaukee Area Technical College (5)
Moraine Park Vocational, Tech & Adult Ed District (6)
Northeast Wisconsin Technical College (3)
Waukesha County Technical College (3)
Western Wisconsin Technical College (3)
Wisconsin Indianhead Technical College (3)

WYOMING

Casper College (3)
Laramie County Community College (2)
Northwest College (2)
Sheridan College (2)
Western Wyoming Community College (2)

Comparative Financial Statistics
for Public Two-Year Colleges:
FY 1991 National Sample

Please return to:
NACUBO Financial Management Center
One Dupont Circle, Suite 500
Washington, DC 20036-1178

USER'S SURVEY

Name (optional) _____ Title (optional) _____

Institution (optional) _____ State _____ Telephone (optional) _____

Please indicate your rating of the following areas of the *FY 1991 National Sample*. On a scale of 1 to 5, 1 indicates poor and 5 indicates excellent in terms of quality and usefulness. Your suggestions for improvement are welcomed.

Rating	Area
1 2 3 4 5	Type of information provided
	Comments: _____
	_____
	_____
1 2 3 4 5	Format of information provided
	Comments: _____
	_____
	_____

Rating	Area
1 2 3 4 5	Comparability of information provided
	Comments: _____
	_____
	_____
	Additional comments: _____
	_____
	_____
	_____
	_____

ERIC Clearinghouse for
Junior Colleges
AUG 21 1992